DOCUMENT RESUME

ED 098 907 HE 006 099

TITLE	Independent Higher Education in Michigan. A Report from the Advisory Committee on Goal 4 of the State Plan for Higher Education in Michigan.
INSTITUTION	Michigan State Dept. of Education, Lansing.
PUB DATE	Dec 72
NOTE	71p.
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	Degrees (Titles); Enrollment; Enrollment Projections; *Facility Planning; *Higher Education; *Private Colleges; *Statewide Planning; *Tuition
IDENTIFIERS	*Michigan

ABSTRACT

This report represents an attempt to bring to the forefront the issues related to independent higher education in Michigan. Goal 4 concerns the methods by which the private institutions can be properly assisted. Recommendations include: (1) It is sound fiscal policy for Michigan to find ways to maximize utilization of existing facilities, public or independent, to provide higher educational opportunities at lowest cost to the taxpaying public. (2) Michigan's independent colleges and universities have made and continue to make a very significant contribution to the state's economy and general welfare. (3) The avoidance of duplication in higher education programming is particularly stressed. (4) The state legislature is urged to expand immediately on programs already begun to guarantee equal educational opportunity and economy of choice for every Michigan citizen. (5) Legislative programs should result in narrowing the tuition gap existing between public and independent institutions. Appendixes include tables covering degrees awarded in Michigan, topology of Michigan independent colleges and universities, percentage of enrollment distribution, Michigan student financial assistance services, enrollment projections, and degree reimbursement programs. (Author/PG)

ED 098907

BEST COPY AVAILABLE

Independent Higher Education in Michigan

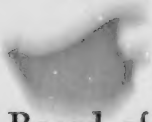
A Report from the Advisory Committee
on Goal 4 of the State Plan
for Higher Education in Michigan

Michigan Department of Education

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HE 006 099

BEST COPY AVAILABLE



State Board of Education

	Term Expires
Edwin L. Novak, O.D., *President* Flint	Jan. 1, 1973
Michael J. Deeb, *Vice President* Detroit	Jan. 1, 1977
Dr. Gorton Riethmiller, *Secretary* Chelsea	Jan. 1, 1975
Thomas J. Brennan, *Treasurer* Dearborn	Jan. 1, 1979
Marilyn Jean Kelly Detroit	Jan. 1, 1977
Annetta Miller Huntington Woods	Jan. 1, 1979
Dr. Charles E. Morton Detroit	Jan. 1, 1973
James F. O'Neil Livonia	Jan. 1, 1975

Dr. John W. Porter, *Superintendent of Public Instruction*, Chairman, Ex-Officio

William G. Milliken, *Governor*, Member, Ex-Officio

664 73 5

INDEPENDENT HIGHER EDUCATION

IN MICHIGAN

Michigan Department of Education

December, 1972

STATE BOARD OF EDUCATION

Dr. Gorton Riethmiller, President Chelsea	Jan. 1, 1975
James F. O'Neil, Vice President Livonia	Jan. 1, 1975
Dr. Michael J. Deeb, Secretary Detroit	Jan. 1, 1977
Barbara A. Dumouchelle, Treasurer Grosse Ile	Jan. 1, 1979
Marilyn Jean Kelly Detroit	Jan. 1, 1977
Annetta Miller Huntington Woods	Jan. 1, 1979
William A. Sederburg East Lansing	Jan. 1, 1981
Edmund F. Vandette Chassell	Jan. 1, 1981
Dr. John W. Porter, Superintendent of Public Instruction, Chairman, Ex-Officio	
William G. Milliken, Governor Member, Ex-Officio	

FOREWORD

On June 11, 1969, the State Board of Education adopted the State Plan for Higher Education in Michigan. As a result of this action by the State Board of Education, 38 goals became guidelines for the development of post-secondary education in Michigan. Goal 4 of the State Plan indicates that:

> The State Board of Education expects to seek additional methods by which the private institutions can be properly assisted. Therefore, the State Board reaffirms its support for private higher education, and will seek to foster its welfare and development by appropriate measures, consistent with constitutional and statutory provisions and sound public policy.

In July of 1969 the State Board of Education took action to appoint an Advisory Committee on Goal 4 of the State Plan and this document entitled, "Independent Higher Education in Michigan" represents the first of a series of reports from that Committee. This report has been reviewed and supported by the Council on Higher Education and the Higher Education Assistance Authority and was approved by the State Board of Education at its meeting on December 5, 1972.

The State Board of Education is grateful for the cooperation of independent college officials and particularly the members of the Advisory Committee on Goal 4 who have given so much of their time and efforts in the preparation of this document.

JOHN W. PORTER
SUPERINTENDENT OF
PUBLIC INSTRUCTION

December, 1972

TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION	1
II.	CONTRIBUTIONS OF INDEPENDENT HIGHER EDUCATION	7
III.	STATE AND FEDERAL SUPPORT FOR INDEPENDENT HIGHER EDUCATION	11
IV.	PRESENT AND FUTURE CONDITION OF INDEPENDENT HIGHER EDUCATION	19
V.	CONCLUSIONS AND RECOMMENDATIONS	25
	APPENDIX	33
	Appendix A	35
	Appendix B	39
	Appendix C	43
	Appendix D	47
	Appendix E	51
	Appendix F	55
	Appendix G	63
	Appendix H	67
	Appendix I	71
	Appendix J	75
	Appendix K	79

June 20, 1972

Members of the State Board of Education
Michigan Department of Education
P. O. Box 420
Lansing, Michigan 48902

Ladies and Gentlemen:

We are pleased to submit herewith the first report of your Committee on Goal 4 of the State Plan for Higher Education in Michigan.

When we accepted your invitation to serve on the Goal 4 Committee, we were charged with the responsibility of developing recommendations for the implementation of Goal 4 which states "The State Board of Education expects to seek additional methods by which the private institutions can be properly assisted. Therefore, the State Board reaffirms its support for private higher education, and will seek to foster its welfare and development by appropriate measures, consistent with constitutional and statutory provisions and sound public policy."

The continued vitality of the private educational sector in Michigan is a matter of great concern to all of us. While attendance at college is no guarantee of a higher quality of life, the widening opportunity for further education can become an important force in strengthening the competence, conscience, experience, understanding, and compassion of Michigan's citizens.

Michigan has been a fore-runner in the nation in the matter of seeking ways to preserve its private colleges and universities which have meant so much to the State. The Committee notes with gratitude the support of the State Board and the Michigan Legislature for the tuition grant and scholarship programs which have been so meaningful to the private sector. The Committee commends the State's commitment to and development of strong, quality public universities and community colleges. We urge continuing commitment and action to sustain the vigor of the private colleges and universities. The increasing financial pressures which threaten the continued vitality of these institutions have resulted in our recommendations:

*expansion of the existing tuition grants program to assist every Michigan resident who wishes to choose a private college or university;

*establishment of a program of reimbursement based on the number of degrees awarded to Michigan residents.

Our recommendations are aimed at enhancing opportunities for Michigan's residents to attend an institution of higher education of their choosing; preserving the private higher education institutions as viable partners working in a spirit of cooperation and unison with public universities and community colleges to provide a diversity of life-long educational opportunities to Michigan's citizens; and guaranteeing that the State of Michigan continues to receive the financial, social and moral benefits which accrue as a result of the existence of private colleges and universities.

The Committee has enjoyed its work, and we are grateful to you for your interest in our conclusions as well as for the support which private colleges and their students have received from you and from all concerned in the government of the State.

Sincerely,

Malcolm Carron, S. J.

Malcolm Carron, S. J.
Chairman

Dr. Dewey F. Barich
Dr. Weimer K. Hicks
Mr. Frank McCarthy
Dr. Samuel D. Marble
Dr. Robert W. Sneden
Dr. William Spoelhof
Dr. Arthur E. Turner
Rev. Walter J. Ziemba

Chapter I

Introduction

Independent educational institutions are among those commonweal institutions that have come to be so much a part of the fabric of American life that their future existence is assumed and their current problems passed off as deserving little attention.

This report represents an attempt on the part of the Advisory Committee on Goal 4 of the State Plan for Higher Education in Michigan, to bring to the forefront the issues relating to independent higher education in Michigan. The quality of American life had its origin in the initiative of private individuals and their desire to provide for the common good and it is no longer acceptable to those who serve society through the independent sector that their problems and concerns go by the wayside without proper consideration by the publics they serve and enhance.

Colleges and universities in the American colonies and in the early history of the United States were all the products of private initiative. As a general rule, the early colleges and universities were founded by ecclesiastical bodies or religious movements. The official seals and the preambles of the charters of the great colleges of the United States attest to the ecclesiastical and religious roots of these colleges.

The State did not begin founding public colleges until the nineteenth century.

The result has been that the larger number of colleges in the United States were, until a very recent date, independent. The number of students attending independent colleges was greater than at public colleges.

The close connection between the value system of the American mind prevailing in its early history and the importance of education is found most eloquently expressed in the Northwest Ordinance which created the government of the territory from which Michigan was later carved. It reads, "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

The Northwest Ordinance has the distinction of being the first piece of legislation of the old Congress of the Confederation to be reenacted by the Congress of the United States after our Constitution was adopted.

The early colonists in America sensed that higher education among them was imperative in order to assure an educated ministry, a capable magistracy, and an enlightened citizenry.

The earliest independent colleges in Michigan were established in the nineteenth century as a significant part of the Protestant missionary movement. Kalamazoo College was founded in 1833, Albion College in 1835, and both Olivet and Hillsdale colleges in 1844. Immigrants arriving even in the mid and late nineteenth century expressed this same felt need. Thus, the Dutch, arriving in Western Michigan in 1847, decided to establish an institution of higher education in 1851. Significantly, Van Raalte and his followers called their college Hope College. And when a division in church polity arose among those immigrants, which division was deepened by later arrivals, the seceding group decided in 1867 to establish an institution of higher education by 1876. They gave this college the name Calvin in honor of their Reformed heritage. Both Hope and Calvin were born of a sense of survival as a people and a feeling of obligation to the new world of which they were a part. Other colleges and universities were founded to meet the particular needs and

aspirations of other groups of immigrants of common nationality or religion. For instance, the University of Detroit was instrumental in providing higher education opportunities to the Italians, the Irish, the Germans, the Polish, and other groups who settled in Detroit.

Such colleges have, therefore, contributed toward what is, in reality, the essence of the American ideal--a preservation of old-world culture, with adaptations to new world conditions. They preserved the best in ethnic culture and value system and injected it into the mainstream of American life. They furnished the philosophic, religious, and cultural value system upon which the government of our country is based and from which today it gets its strength.

The distinctiveness of many of these institutions today is found in their solid commitment to a religious and ethical value system compatible not only with American democratic institutions but contributing to the strength of the American system. That commitment manifests itself in a dedication to the most exacting academic standards, which are not ever satisfied with inferior quality. It makes itself visible by the service the institutions render and by their graduates who serve governments, the communities, and the states of our nation. These schools have a great sense of concern for the underprivileged because their own roots are in hard times and the rigors endured by every new people in this land. They are adaptable to the needs of the day because their goal is to make real the abiding values in changing life situations. In other words, colleges like these are as American in origin and in contribution as is the very Constitution of our country.

Currently there are 46 independent non-profit colleges and universities in Michigan. The geographic dispersion of these institutions is demonstrated in Appendix A. Many of these institutions have served the State of Michigan and the surrounding areas for more than a century.

Included in the category of independent higher education institutions in Michigan are a variety of colleges and universities. Of these, two carry the word "university" in their titles and offer fairly extensive graduate programs at the master's level. One offers the Ph.D. in four academic areas and the first professional degree in law and dentistry. One offers the first professional degree in theology. Twenty, four-year colleges offer traditional liberal arts degrees, although two of these are called institutes. All are accredited by the North Central Association of Colleges and Secondary Schools. A few of these offer the Master's degree in scattered programs. Three additional institutions are junior colleges offering degrees in both transfer and terminal programs. The remainder are what might be called special purpose institutions. One confers the first professional degree in law; two are technological institutions offering bachelor level engineering degrees and one offers associate degrees in several technological areas; and two are art schools--both offering bachelor level degrees and one offers master's level work and the first professional degree in architecture. Others included are five business schools, some of which grant bachelor degrees. There are eleven additional institutions primarily religiously oriented. Appendix B demonstrates the type of degrees awarded at independent institutions in Michigan and Appendix C reports the topology of each institution.

In the fall of 1971 these institutions enrolled 52,298 students, or 13.1 percent of all students attending higher education institutions in the State. Prior to 1960, independent institutions enrolled more than 20 percent of all students

While it is well known that educational institutions, both public and independent, are faced with increasingly higher costs with decreased available monies, it is less well known what the potential impact of these financial problems is in creating additional debilitating problems. The following are two of the problems currently facing independent higher education institutions in Michigan as a result of the existing difference between expenses and incomes.

Enrollments

While it is true that the independent colleges and universities in Michigan now enroll more students than ever before in their history, they have not been able to keep pace with enrollment increases, and subsequent additional monies, of the public institutions. During the eleven year period from 1960 to 1971 the percentage of all students attending higher education institutions in Michigan decreased in the private sector from 21.2 percent to 13.1 percent. During the same period the number of students served rose from 36,000 to 53,000.

It is difficult, if not impossible for officials at independent colleges and universities to plan for or project desirable and realistic long range enrollment levels when the "tuition gap" between public and independent institutions is such that middle and lower income level families are unable to carry the burden of cost required to send even one child to an independent college. Though it may now be a cliche, these institutions are indeed, by necessity, pricing themselves out of the educational market. In the words of Chancellor Lawrence Kimpton at the University of Chicago, "It is hard to market a product at a fair price when down the street someone is giving it away for free." Appendix F demonstrates the estimated costs for public and independent institutions in Michigan for the 1972-73 academic year.

The real tragedy of the cost inequity is that the sons and daughters of middle and lower income families are discouraged from considering independent institutions in which to pursue higher education because of financial concerns rather than being able to choose on the basis of carefully considered educational and personal reasons. In many cases, the sons and daughters of those previously educated in an independent college cannot attend their parents' alma mater or similar institution.

Clearly, one result is that independent educational institutions are increasingly forcing the middle-income student into the public sector. The middle-income student finds it increasingly difficult to narrow the public-independent tuition gap and exercise free choice in selection of a college.

Institutional Role

As it becomes more difficult to attract students, because of the ever increasing "tuition gap," independent institutions must carefully assess the educational and social role they seek to fulfill in a changing society. The type and style of educational offerings must be evaluated in terms of the rapidly changing educational needs of young adults. How to balance a tradition of "liberal education" with the societal pressures for "practical education" is a difficult and expensive curricular problem. All too often the result is similarity of the program offerings in the independent sector with those in the public sector that are available at much lower costs to students. The ultimate loss to society is the availability of diversified educational choices for those seeking post-secondary education. The real issue involved may well be the need to restore

in the minds of the public the inherent value of independent institutions, both educational and non-educational. Public support for equal and available free choice is a necessity in a democratic society.

Chapter II

Contributions of Independent Higher Education

While it is difficult to accurately assess the economic contributions of the independent colleges and universities in Michigan, it is possible to make some estimates. These institutions employ over 6,000 persons with a combined payroll in excess of $65,000,000. These people spend most of their earnings in Michigan. In 1970-71 the colleges provided $6,000,000 in student aid in addition to the State grants going to students in their institutions. It is a well known fact that both in-state and out-of-state students spend large amounts in the community where their colleges are located. Additionally, the earning power of their graduates is increased as a result of their college education and so are their taxes.

The book value of the present physical assets in land, buildings, and equipment of the independent colleges and universities in Michigan is estimated at well over $323,000,000. Their physical facilities accommodate in excess of 50,000 students pursuing postsecondary education. Were the private independent institutions to cease to exist the probable capital costs to the State to absorb this number of students would be prohibitive and certainly would be a cost greater than the current valuation of these facilities.

It should also be noted that the cultural contributions to the State on the part of the independent colleges and universities are significant. Numerous concerts, art exhibits, lectures, athletic contests, etc., are available at no cost to the public purse and limited costs to the society as a whole.

Perhaps of even greater importance than the economic contributions of these institutions is the qualitative impact of their graduates who remain in the State. These people serve in all walks of life. For example, in Michigan alone the Governor, the Lieutenant Governor, the Secretary of State, the Attorney General, the Auditor General, and the Superintendent of Public Instruction all hold degrees from independent colleges or universities. One United States Senator from Michigan holds a degree from an independent college and eight representatives in the United States Congress earned degrees from one or more independent colleges. Four members of the State Supreme Court earned degrees at an independent college as did five members on the State Board of Education. Thirteen members of the State Senate are either graduates of or attended an independent college or university and the same is true for forty members of the State House of Representatives.

While the above is not intended to distinguish the economic and qualitative contributions of independent colleges as being unique to the independant sector, these factors are cited only to point out that the public taxpayers are relieved of the responsibility of providing the operating costs required in order for these contributions to accrue.

While it is probable that the past distinctions between the independent sector and the public sector are no longer as clear cut as they once were, there remain some special characteristics of independent higher education institutions and their "collective presence" supplements in many ways public higher education in the State.

1. Size -- Independent institutions are typically small when compared to public institutions. Their average enrollment is approximately 1,000 students though they range in size from the very small to 9,500.

2. Diversity -- In addition to size, they are equally diverse in role, mission, and scope. Some are multi-purpose institutions, some are single special-purpose institutions. Most are co-educational, but some enroll only women, others only men. Some are denominational and others are non-denominational. Some independent institutions are located in large urban centers, others are located in small communities. Some are of great excellence, others are striving to become excellent. All are attempting to move forward in quality.

3. Autonomy -- Of the special characteristics of independent institutions none is more important or distinctive than is autonomy. These institutions are free of direct governmental control and thus, they are in a position to choose and develop their own mission, foster their own philosophy, and innovate and experiment with their educational goals. In addition, they have greater flexibility in the use of their resources.

4. Concern for Students and Teaching -- Partially due to the relatively small size of most independent institutions, and primarily due to philosophical commitment, independent institutions foster a particular concern for the needs of individual students and the quality of their educational experience. A closer teacher-student relationship often exists as a result of increased opportunities for informal communication.

5. Sense of Community and Tradition of Values -- Independent institutions frequently have an overriding philosophical mission that allows faculty, students and administrators to work effectively together within the framework of that philosophy. A tradition of values and a desire to foster affective as well as cognitive development in students provides a sense of community in the pursuit of educational quality.

Chapter III

State and Federal Support for Independent Higher Education

Public support for independent higher education has long been classified at both state and federal levels as various forms of indirect or direct "aid," depending upon whether the recipient of the support in question was the student or the institution. In some ways the connotation of "aid" is misleading. The major objective of all such programs is either (1) to equalize educational opportunity and expand accessibility and choice, or (2) to enlarge and strengthen the scope and diversity of state-sponsored educational programs and services. Thus, such programs are instruments of broad social improvement.

Under the first type of aid, support is granted which assists the individual in his aspirations to further his education. Such programs include scholarships, tuition equalization programs, educational opportunity and incentive grants, work-study programs, guaranteed loans, and the like. The primary impact of these forms of support is to lower the economic barriers of college opportunity.

Student support programs can exert a positive influence on enrollment distribution patterns between public and independent institutions. This is particularly so where non-restrictive student support programs are calibrated to the cost differentials between public and independent colleges so that neither the conditions of the grant nor economic considerations prevent the student from seeking to enroll at any college of his choice. Experience indicates that the typical impact of student support programs is to stimulate enrollments at independent institutions.

Another type of public support has recently emerged in programs of tax credits for parents of college students. Presumably, these programs will work to stimulate enrollments at independent institutions where costs are higher and tax advantages correspondingly greater. However, it is also clear that tax credit programs are of little assistance among low-income families.

The second type of aid includes an assortment of financial arrangements normally classified as programs of direct support for independent institutions. These include grants and loans for capital construction, support for operating budgets, project and service contracts, and tax exemptions.

Probably the more acceptable programs of the second type include those which provide financial support in return for clearly defined benefits to the State. Service or project contracts for instruction rendered or degrees awarded are favorably regarded. Least favorable appear to be allocations to operating budgets, capable of being defended for wholly legitimate purposes described above, but which lead to legal and political entanglements.

On the horizon appears a new thrust for intrastate and interstate associations and cooperative and coordinating arrangements. Inter-institutional cooperation, public-public, independent-independent, public-independent, both intrastate and interstate, may well become dominant. Such arrangements will not only embody superior educational planning but also may offer alternative solutions to the constitutionality problems in some states. At least four states are embarked on programs of state support for consortia and cooperative arrangements in order that the state might preserve, at least cost, the higher educational spaces which will be needed in the seventies and eighties.

A related effort revolves around the central role that state coordinating agencies will play in most state programs relating to private higher education. Reports from New York, Illinois, Missouri, Texas, California, and Washington indicate that coordinating boards and/or departments of education will play a crucial and central

role in the future and development of all higher education--public and independent.

Foundations have taken new interest in independent colleges. An excellent example is the three year grant of $376,000 from the W.K. Kellogg Foundation to the Association of Independent Colleges and Universities of Michigan. The grant is to be used for seminars, workshops, and fellowships designed for faculty development and the improvement of instruction on independent campuses.

Regardless of state approaches to types of "aid," there are crucial problems of politics and public-private conflict. The most intense politics in this area is undoubtedly generated around the issue of separation of church and state. Because the situation in higher education in the minds of some people is inevitably linked to that in the elementary-secondary schools, it suffers from guilt by association. Yet the New York Bundy Commission[1] argues that the situation in higher education is qualitatively a different one. Furthermore, the Commission recognizes the evolutionary process begun in most church-related institutions towards secularization.

Another conflict in some states is the straight public-private conflict over access to limited financial resources. The traditional "peace" formula--that public institutions get public money and that private institutions seek private funds--has been inaccurate for some time; many public universities go far beyond their alumni tapping private sources of wealth, and many independent universities and colleges get significant sums of public money from the federal government and some state governments.

Constitutionality

In a land-mark decision issued by the U.S. Supreme Court in June, 1971, church-related higher education scored a significant victory in Tilton v. Richardson.[2] The Court sustained the constitutionality of the Higher Education Facilities Act and ruled that the four defendant colleges were constitutionally eligible to receive federal funds under that statute.

The decision and the language of the decision have strong implications but at the same time leave room for conjecture and the need for more definitive Court decisions.

Significant is the Court's belief that "there are generally significant differences between the religious aspects of church-related institutions of higher learning and parochial elementary and secondary schools." Chief Justice Burger was persuaded that "religious indoctrinations and sectarian influences play a lesser role at the college level of church-related educacion." The compromise has been struck in favor of and to church-related higher education and against aid to the lower levels of church-related education.

Charles H. Wilson[3] summarizes the implications by stating, "As a result of the Tilton and Lemon decisions the constitutional validity of education assistance programs benefiting private colleges and universities must now be evaluated from three perspectives.

---

[1]Select Committee on the Future of Private and Independent Higher Education in New York State, 1968. New York State and Private Higher Education, Bureau of Publications, State Education Department, Albany, New York 12224.

[2]U.S. Supreme Court Decision, June, 1971, Tilton v. Richardson.

[3]Wilson, Charles H. Jr., Tilton v. Richardson, The Search for Sectarianism in Education, Association of American Colleges, Washington, D.C., 1971.

"First, for purposes of determining the statute's primary effect and the potential for prohibited entanglement, the character and purposes of church-related schools benefiting from the statute must be examined.

"Second, the form of aid prescribed by the statute must be scrutinized to determining whether that aid, by its very nature, could lead to excessive entanglement.

"Third, the administrative relationships that ensue between public officials and church-related schools must be so structured that prohibited entanglements do not occur.

"Church-related colleges and universities can be expected to have a very real concern for all three of those factors as legislatures now seek to shape new aid programs to comply with constitutional requirements."

National Summary of State Support

A study[4] in 1970 of state programs supporting private institutions discloses that thirty-four states have programs supporting independent institutions and/or independent school students.

Seventeen states support private institutions by one or more of the following:

Capital construction assistance (12 states)
Direct grants, unrestricted (4 states)
Direct grants, earned degrees (2 states)
Direct grants, per capita enrolled, specific programs (4 states)
Contractual arrangements, within state (5 states)
Contractual arrangements, out-of-state (25 states)

Thirty-four states offer financial assistance to state residents enrolled in or attending private institutions through one or more of the following:

1. Scholarships
   Scholarships, ability and need (24 states)
   Scholarships, ability only (1 state)
   Scholarships, special status (9 states)
   Scholarships, critical work areas (11 states)

2. Grants, private school only
   Tuition-equalization, need (7 states)

3. Grants, public-private school
   Tuition grants, need and ability (2 states)
   Opportunity grants, need (8 states)

4. Loans
   Scholarship loans, cancellable for work in labor-shortage areas (6 states)
   Direct loans (3 states)
   Guaranteed loans, federal (50 states)
   Guaranteed loans, state (20 states)

[4]Abrahams, Louise and Schweppe, Leigh, A Limited Study of the Status of State Support of Private Higher Education. Academy for Educational Development, Inc., New York, N.Y. 1970.

Michigan

The following is a brief summary of current legislation which either assists students attending private institutions or provides some type of support for private institutions.

Support for Students

Scholarships

Needy Michigan students may receive competitive scholarships of up to $800 per year or the equivalent of tuition at any approved public or private Michigan college for undergraduate work (Act 208, 1964, as amended). Appropriation 1971-72, $8,166,000.

Grants

Tuition Equalization

Michigan provides non-repayable tuition grants of up to $800 per year to permit needy students to attend private, non-profit Michigan colleges or universities (Act 133, 1966 amended 1968). Appropriation 1971-72, $5,166.000.

Loans

Guaranteed Loan Plan

The Michigan Higher Education Assistance Authority operates the state-guaranteed student loan plan. No 1971-72 appropriation to reserve fund.

Support of Institutions

Property Tax Exemption

The current State Constitution, adopted in 1963, reaffirmed the historical exemption of public and private property from state or local property taxation.

Per Capita Subsidy Grants for Educational Services

The Michigan Legislature established a program whereby "The state shall pay annually upon application...to each accredited, non-public school of dentistry located within the state the sum of $2,400 for each doctor of dental surgery degree, or the equivalent, earned by a Michigan resident." (Act 219 of the Public Acts of 1969). Fiscal 1971-72 appropriation--$115,200.

Higher Education Facilities Authority

An authority was created in 1969 to issue tax-exempt bonds for financing the construction of academic facilities at private colleges and universities. As of June, 1972, this authorization had not been used, but rules and regulations are being adopted and it is anticipated that use of this authorization will soon be forthcoming.

Tax Deduction

The Tax Credit Bill, enacted in 1968, permits a taxpayer to take a credit against his Michigan State Income Tax for contributions made to the general fund of any public or private two- or four-year institution of higher learning in Michigan.

Tax Rebate

The law, enacted in 1968, provides for a rebate of state gasoline taxes paid by private colleges and universities for gasoline used in buses transporting to and from school and to and from student functions.

A summary of the dollar value of support received by students who attend various Michigan colleges is included in Appendix G.

Recent State Legislative Action

At least 13 state legislatures enacted new measures in 1971 that will provide financial aid to private colleges or their students.

Several other states either have broadened existing private-college aid programs or have increased their appropriations for such programs. In addition, bills authorizing similar programs are pending in several of the legislatures that are still in session.

The new enactments bring to 34 the number of states which give aid, at least indirectly, to private colleges and universities. Although the programs vary widely from state to state, most of them involve grants or scholarships to students to enable them to attend private institutions.

A growing number of states, however, appear to be interested in more direct forms of aid. One plan, adopted this year in Minnesota and Oregon, provides for the state to "contract" with private colleges for the education of state residents.

Illinois, Maryland, and Washington, on the other hand, adopted programs of direct grants to private institutions. The Maryland plan is geared to the number of degrees awarded, while the other two are based on the number of state residents enrolled in private colleges.

Examples include:

ILLINOIS- The 1971 Legislature appropriated $6-million to the state board of higher education to be distributed among non-public colleges in the state. Direct grants of $100 will be paid for each freshman and sophomore enrolled holding a state scholarship. Grants of $200 will be paid for each junior and senior enrolled who is an Illinois resident.

INDIANA- Appropriations for the state scholarship program were increased 100 percent to $14.9-million, and the maximum stipend was increased from $800 to $1,400. A new program of grants to students was established, based solely on need. Students may attend any accredited college in the state.

MARYLAND- Beginning July 1, 1971, Maryland is providing direct grants to accredited institutions on the following basis: $200 for each associate of arts degree awarded and $500 for each bachelor's degree awarded. Theological degrees may not be counted.

MINNESOTA- A new law authorizes the Minnesota Higher Education Coordinating Commission to contract with private colleges for the education of additional Minnesota students and for low-income students. For each state resident in excess of the 1970 enrollment, each college will receive $500. The same amount will be allotted for each low-income student who receives a state grant-in-aid. For 1971-73, $2,700,000 has been appropriated.

NEW YORK- The 1971-72 appropriation for direct grants to private colleges is $29.9-million, compared with $26-million in 1970. New York also has several programs of student aid, plus a new program of aid to private medical schools.

OREGON- The State Scholarship Commission is now authorized to contract with accredited private colleges for the "secular education of Oregon residents." Payments will amount to about $1,000 for every student completing four years of undergraduate education. A total of $2-million was appropriated for 1971-73.

TEXAS- The Legislature authorized the state's coordinating board to award "tuition equalization grants" of up to $600 to Texas residents enrolled in private colleges in the state. Only freshmen are eligible during the first year. The 1971-72 appropriation is $1-million.

WASHINGTON- A new program has been established that grants up to $100 to private colleges for every full-time undergraduate state resident enrolled.

Chapter IV

Present and Future Condition of Independent Higher Education

In Chapter I it was indicated that in the fall of 1971 independent colleges and universities enrolled 13.1 percent of all students attending higher education institutions in Michigan--a decrease of 8.1 percentage points since 1960. It was also indicated that although the independent institutions now enroll a smaller percentage of students, actual enrollment has increased from 36,398 in 1960 to 52,928 in 1971--an increase of nearly 70 percent. Growth in the absolute number of students enrolled and a decrease in the relative percentage of total enrollment is not unique to Michigan. A review of enrollment data from other states reveals similar patterns for independent institutions.

In looking ahead to the future of independent higher education in Michigan, it is important to understand what the enrollment patterns might be. In the attempt to determine the future growth of Michigan colleges and universities, staff in the Department of Education has developed six sets of enrollment projections. Each set of projections is based upon somewhat different assumptions thus indicating the effect various conditions will have on student enrollment.

Of the six sets of enrollment projections which are available, three are relevant for consideration with regard to independent higher education. The first set of projections are labeled "present trends projections." These projections are based upon the assumption that the current patterns of college attendance will continue.

When developing the present trends projections, specific assumptions were made in reference to the following factors: armed services discharge, income and population, unemployment, and past trends. In addition, the following assumptions were made with regard to independent institutions.

> "The private institutions are to experience an annual growth of 1750 students in each of the years 1970-76 and 1988-90; their enrollment is to be constant from 1976 through 1987 when total Michigan undergraduate enrollment stabilizes. It is further assumed that 8.8 percent of the enrollment in the private sector consists of graduate students; this figure has been quite constant in recent years."

The present trends enrollment projections for all Michigan institutions of higher education are contained in Appendix H. As stated in the above-mentioned assumptions, enrollment in independent colleges and universities is projected to be constant from 1976 to 1987. Also, the projected growth of independent institutions is less than that of the public two-year and four-year institutions.

The second set of projections involves "equal access for minority groups projections." When calculating these projections, it was assumed that minority student enrollment in each sector of higher education would be increased to at least 11 percent by 1975. By using the present trends projections as the base data, new projections were derived to insure that a more appropriate percentage of minority enrollment could be implemented by 1975.

Appendix I contains the minority groups enrollment projections for both public and independent institutions. When compared with present trends projections, the anticipated number of students attending independent colleges and universities would be greater under the second set of assumptions. Nevertheless, the relative growth for the independent institutions would remain less than that of the public colleges and universities.

"Equal educational opportunity projections" are the third set of projections to be considered with regard to independent institutions. When computing these projections, it was assumed that all socio-economic categories of college-age students would enter higher education in the future at the same rate. More specifically, the following assumptions were made with regard to the equal educational opportunity projections:

> "By 1980 all socio-economic categories in Michigan go to college at the same rate. This rate will be such that undergraduate enrollment is to be equal to 70 percent of the population in the 18 through 21 age group; this percentage is approximately 52 in 1970 and is to increase by 1.8 percentage points each year up to a maximum of 70 in 1980."

As found in Appendix J, the projected enrollment growth for independent institutions according to the equal educational enrollment projections is less than the anticipated increase as presented in the equal access for minority group projections. This condition reflects the intial assumption when computing the equal educational enrollment projections that most of the increased enrollment would be assimilated by the public institutions. The present trends and equal educational projections for independent colleges and universities are quite similar. However, the latter is greater than the former for the year 1980. Once again, the projected growth is much less for the independent institutions than for the public colleges and universities.

It would appear that independent higher education will continue to play an important role in providing educational opportunities for Michigan residents. Although the role of Michigan independent institutions is indeed significant, the number of students proportionately attending independent colleges and universities will become less than in previous years.

The critical financial problems facing the independent colleges and universities in the nation, as reported in Chapter I, are also prevalent in Michigan. The current financial condition of independent higher education institutions in Michigan represents, at least, a diverse situation.

A review of the financial data for the fiscal year ending in 1971, reveals that among the independent institutions, 18 schools had current fund expenditures in excess of current fund revenues. For all independent institutions combined, the excess of current fund revenues over expenditures was less than two percent of the total current fund revenues for all institutions.

Although data concerning the extent of deferred maintenance is not readily available, figures are available that point to a crucial problem in this area. During the fiscal year ending in 1971 approximately 2 million dollars was expended for physical plants where combined value exceeded 323 million dollars. This expense for physical plant amounts to less than one percent of the combined total physical assets and does not reflect normal depreciation.

Another major financial problem facing independent institutions concerns the hiring and retaining of competent faculty personnel. In times of severe fiscal constraints it is difficult for independent institutions as well as public institutions to maintain competitive faculty salaries. Current data available indicate that faculty salaries at independent colleges and universities in Michigan are below the mean faculty salaries as established by the American Association of University Professors. In fact, 1971-72 salaries are below

the AAUP salary ratings for 1970-71. The AAUP ranks salaries on a continuum from 1 to 9 with category 1 representing the positive end of the continuum. The grand mean salaries for the 20 bachelor of arts institutions in Michigan fall at 8 for the full professor level on the continuum, 8 for the associate professor level, 9 for the assistant professor level and 8 at the instructor level. Comparable data for those Michigan institutions with the highest salaries indicates that those institutions fall at about the mean on the AAUP rating scale. While the above data is not intended to imply that faculty salaries at independent institutions have not increased during the past few years, it is intended to point out that the ability of these institutions to hire new faculty and retain current faculty is severely affected when they are unable to offer above average salaries.

As was pointed out in Chapter I, the current cost inequity that exists between independent and public institutions makes it difficult for a prospective student to choose to attend an independent institution. The "tuition gap" between these two segments of the higher education system in Michigan can only be bridged by providing some method by which independent institutions can reduce their tuition or whereby all students are able to provide for more of the actual cost of their education.

The average cost to a student attending a public college or university in Michigan amounts to about $2,200 per academic year. This figure includes tuition and fees, room and board, books and personal expenses, and travel expenses. The same cost to a student attending an independent institution is approximately $1,000 more. In short, the financial condition of independent higher education institutions in Michigan is critical and it is imperative that some assistance be given these institutions in order that their significant contributions to the state and its people may continue to be realized in the future.

Chapter V

Conclusions and Recommendations

The Advisory Committee on Goal 4 recommends that the State Board of Education, on behalf of the citizens of Michigan, adopt the conclusions and adopt the recommendations presented in this summary statement.

The State Board in numerous previous actions has expressed its belief in a dual system of higher education consisting of public colleges and universities and independent colleges and universities. There is a need for diversity in higher education whether diversity derives from size, program, philosophical base, moral or religious convictions, geographical location, or financial base. We recognize the vast contributions of public universities, independent colleges and universities, community colleges and all postsecondary institutions to the diversity of Michigan's nationally recognized higher education system. All citizens have a lifelong right to pursue education consistent with their potential. Educational institutions have an obligation to create such opportunities for all citizens. Further, the State has an obligation to preserve the rights of citizens and to create opportunities for all citizens to exercise freedom of choice in selection of educational opportunities.

The Goal 4 Committee recognizes that the State Board has a definite role in providing leadership and coordination of all higher education institutions in the creation of lifelong educational opportunities and access to those opportunities for all citizens.

The Committee commends past actions by the Congress of the United States, the State Legislature, and the State Board of Education which have made it possible for thousands of students to attend colleges, both public and private, of their choice. State legislation has made it attractive for business, industry, and citizens to contribute financially to the college or university of their choice.

We call attention to the vital role that <u>all</u> colleges and universities play in the well-being of the communities of their location, with the creation of educational, job and recreational opportunities; financial impact, cultural advancement, and community leadership.

We recognize the integrity and quality of all accredited higher educational institutions, and the mutual obligation of all such institutions to accept credits of all individuals earned at such institutions.

We emphasize the need and obligation of both public and independent higher education institutions to help themselves in surmounting financial difficulties, through cooperative programs, cost analysis, increasing productivity, reorganization, critical program review, and prudent use of teaching faculty.

The Committee recognizes the right of public and independent colleges and universities to retain their individuality. All such institutions who choose to avail themselves of any form of federal or state financial assistance must comply, however, with the requirement of governments to audit the use of such funds.

We recognize the mounting fiscal problems of all colleges and universities, and consequently of the citizens who support them as taxpayers and as consumers. Since adequate financing for a vastly-expanded higher educational enterprise is a serious problem everywhere--for federal and state governments, and for public institutions as well as independent ones--we believe it is imperative that in this time of fiscal constraints the state preserve all of its higher educational facilities in order to continue to provide educational opportunities at the least possible cost in public dollars.

Independent higher education institutions in Michigan, as everywhere in the country, are faced with the ever-increasing risk of pricing themselves out of the marketplace. Educational consumers find it more and more difficult to choose independent colleges when their public counterparts offer comparable programs virtually for "free" by comparison. It may be comparably "free" for the consumer of public education; but not so for the taxpayer.

It is sound fiscal policy for this state to find ways to maximize utilization of existing facilities, public or independent in order to provide higher educational opportunities at lowest cost to the taxpaying public. As long as independent college student spaces exist unused in this state while public universities continue expanding their facilities, we as a state operate in violation of sound fiscal policy.

Michigan's independent colleges and universities have made and continue to make a very significant contribution to the state's economy and general welfare.

Savings of over $75 million annually accrue to Michigan's taxpayers because of the existence of independent colleges and universities. The independent system enrolls over 50,000 students. Employing over 6,000 persons with a combined payroll in excess of $65 million, the operating budgets have climbed over the $100 million mark. Present physical plant value is over $300 million. More important, the economic impact of these institutions, particularly in the areas of their location, is estimated at close to $400 million. Independent colleges and universities represent an educational and economical state resource of irreplaceable value.

Public universities and community colleges are urged to continue their recognition of the contributions, values and needs of independent colleges and universities. Expanded working agreements between public and independent institutions are encouraged. Possibilities include the sharing of faculty, facilities, and equipment, student exchange; credit recognition, cooperative academic programs; and mutual faculty and administration development.

The avoidance of duplication in higher education programming is particularly stressed. Duplication works only to the disadvantage of the taxpayers. Expensive "new" programs need not be initiated by either public or independent institutions when a similar program of quality is already being offered by another in a given geographical area. It is the state's responsibility to guarantee program access to the citizen, and to provide program and access at lowest possible cost to the taxpayer.

The Advisory Committee urges the State Board to continue to provide leadership to coordinate planning and programs for all higher education institutions in efforts to avoid costly duplications.

It behooves the Legislature and the executive branch to seek solutions which will accomplish the same.

The end result can only be that students and taxpayers will have the opportunities to benefit from the advantages offered by both public and independent institutions.

The State Legislature is urged to expand immediately upon programs already begun to guarantee equal educational opportunity and economic freedom of choice for every Michigan citizen. Equal opportunity and equal access to lifelong

educational opportunities in both public and independent colleges and universities are legitimate policy and legislative goals.

There now exists a wide gap in the tuition rates of public and independent institutions in Michigan. This occurs simply because taxpayers support the higher education of any person who chooses the public institutions regardless of the financial ability of that person to pay for his own college education; most patrons of independent higher education pay a much greater proportion of the full educational costs of attending such institutions. We support a legislative program which would result in the narrowing of the tuition gap existing between public and independent institutions.

Such a program should be designed to assure freedom of individual choice, full utilization and preservation of the state's educational and financial resources, and the continued viability of Michigan's independent colleges as partners in a quality higher education system geared to assist the State in meeting the critical needs of the '70's and '80's.

The recommendations of the Advisory Committee on Goal 4 of the State Plan for Higher Education in Michigan are found on page 25.

The Committee on Goal 4, positing the value of the dual system of public and private higher education and the right of all Michigan citizens to economic freedom of choice in the selection of a college, recommends enactment of the following legislative program as a highest priority:

I. EXPANSION OF THE EXISTING MICHIGAN TUITION GRANT PROGRAM BY PROVISION OF A BASIC TUITION GRANT TO EACH MICHIGAN RESIDENT ATTENDING AN APPROVED MICHIGAN INDEPENDENT COLLEGE OR UNIVERSITY AS A FULL-TIME STUDENT WITH THE AMOUNT OF SUCH GRANT TO BE FIXED AT A LEVEL $1,000 LESS THAN THE AVERAGE SUM APPROPRIATED BY THE STATE FOR THE SUPPORT OF A FULL-TIME STUDENT IN ALL PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES:

II. PROVISION TO INCREASE THE MAXIMUM TUITION GRANT TO ANY INDEPENDENT COLLEGE STUDENT, BASED ON HIS RELATIVE NEED, FROM $800 TO AT LEAST $1,200 WITH PROVISION FOR ANNUAL LEGISLATIVE REVIEW TO DETERMINE THAT THE MAXIMUM IS COMMENSURATE WITH CURRENT HIGHER EDUCATION COSTS TO STUDENTS:

III. ESTABLISHMENT OF A PROGRAM TO REIMBURSE APPROVED INDEPENDENT COLLEGES AND UNIVERSITIES FOR EVERY APPROVED GRADUATE, BACCALAUREATE AND ASSOCIATE DEGREE AND PRE-PROFESSIONAL CERTIFICATE GRANTED ON THE FOLLOWING BASIS:

ASSOCIATE DEGREE AND/OR PRE-PROFESSIONAL CERTIFICATE	$200
BACCALAUREATE DEGREE	$400
MASTER'S DEGREE	$400
DOCTORAL DEGREE	to be negotiated

IV. PROVISION OF SUFFICIENT APPROPRIATIONS TO FUND THE ABOVE PROGRAM.

COMMENT: Regardless of the ability of the student to pay, the 1971-72 state support is $1,550 per fiscal year equated student (FYES) based on the gross total appropriations for current operations for thirteen four-year public colleges and universities.

Under this proposal the basic tuition grant to all full-time Michigan residents enrolled in independent colleges or universities, based on a level $1,000 less than $1,550 would equal $550 per year, regardless of the student's ability to pay. A tuition grant in excess of this amount would be based solely on the relative financial need of the student as determined under administrative regulations established by the Higher Education Assistance Authority.

The present tuition grant program must be modified to provide equitable financial assistance both to middle income students and to economically deprived students.

The grant program systematically excludes most middle income students. The program must be revised to give the middle income student adequate opportunity for sufficient tuition grant aid to enable him to freely choose his college or university.

This basic grant, geared to the level of state support of students at public universities, would provide the amount which seems to be necessary to narrow the tuition gap. The Committee feels that an annual differential of $1,000 is a reasonable amount to expect a private college student to pay. A student who demonstrates financial need would receive the basic grant and would also receive an additional grant consistent with those needs.

In 1973, 20% of the freshman tuition grant recipients were disadvantaged minority students. The financial need of these students is so great that even the maximum current tuition grant award does not permit attendance at an independent institution without substantial additional aid funded by the institution, severely straining the same limited resources which must fund the necessary but expensive compensatory programs for these students. This situation can only be alleviated through an increase in the maximum tuition grant award to the student.

Since tuition does not cover the full cost of education in any institution, public or private, however, a degree reimbursement program is necessary to provide institutional support, based on public service rendered, to help offset the true cost of higher education. Tuition, in the independent institutions, typically covers only fifty to seventy-five percent of the full cost of instruction. The Committee judges it more appropriate to recommend that support be based on degrees granted rather than on students registered because the awarding of a degree represented a more clear measure of the actual institutional performance of public service to the people of Michigan. Such an approach provides compensation for a "finished product" as well as ease of administration. A similar program has proved to be both beneficial and workable since its inception in the State of New York.

The cost of these proposed legislative programs are projected in Appendix K.

APPENDIX

APPENDIX A

Independent Colleges and Universities in Michigan

1. Adrian College
2. Albion College
3. Alma College
4. Andrews University
5. Aquinas College
6. Art School of the Society of Arts and Crafts
7. Calvin College
8. Cleary College
9. Concordia Lutheran Junior College
10. Cranbrook Academy of Art
11. Davenport College of Business
12. Detroit Bible College
13. Detroit College of Business
14. Detroit College of Law
15. Detroit Institute of Technology
16. Duns Scotus College
17. General Motors Institute
18. Grace Bible College
19. Grand Rapids Baptist Bible College and Seminary
20. Hillsdale College
21. Hope College
22. Kalamazoo College
23. Lawrence Institute of Technology
24. Madonna College
25. Maryglade College
26. Marygrove College
27. Mercy College of Detroit
28. Merrill Palmer Institute
29. Michigan Christian Junior College
30. Midrasha College of Jewish Studies
31. Muskegon Business College
32. Nazareth College
33. Northwood Institute
34. Olivet College
35. Owosso College
36. Reformed Bible Institute
37. Sacred Heart Seminary
38. Saint Mary's College
39. Shaw College at Detroit
40. Siena Heights College
41. Spring Arbor College
42. Suomi College
43. University of Detroit
44. Walsh College of Accountancy and Business Administration

APPENDIX B

The Independent Colleges and Universities
of Michigan and Kinds of Degrees Awarded

INSTITUTION	ASSOC	BACHELOR'S	MASTER'S	1st PROF	DOCTORAL
Adrian College		X			
Albion College		X	X		
Alma College		X			
Andrews University		X	X		
Aquinas College		X	X		
Art School of the Society of Arts and Crafts		B.F.A.			
Calvin College and Theological Seminary				X	
Cleary College	X	B.F.A.			
Concordian Lutheran Junior College	X				
Cranbrook Academy of Art		B.F.A.	M.F.A.		
Davenport College of Business	X				
Detroit Bible College		X		X	
Detroit College of Business	X	X			
Detroit College of Law				J.D.	
Detroit Institute of Technology		X			
Duns Scotus College		X			
General Motors Institute		X			
Grace Bible College		X			
Grand Rapids Baptist College and Seminary		X	X		
Hillsdale College		X			
Hope College		X			
Kalamazoo College		X			
Lawrence Institute of Technology	X	X			
Madonna College		X			
Maryglade College		X			
Marygrove College		X	X		
Mercy College of Detroit		X			
Merrill-Palmer Institute	Degrees Awarded Through Cooperating Institutions				
Michigan Christian Junior College	X				
Muskegon Business College	X				
Nazareth College		X			
Northwood Institute	X	X			
Olivet College		X			
Owosso College		X			
Reformed Bible Institute	X	X			
Sacred Heart Seminary		X			
St. John's Provincial Seminary	Bachelor's Degree Offered Through Cath. Univ. Ame.				
St. Mary's College		X			
Shaw College of Detroit		X			
Siena Heights College		X	X		
Spring Arbor College		X			
Suomi College	X				

INSTITUTION	ASSOC	BACHELOR'S	MASTER'S	1st PROF	DOCTORAL
The Midrsha College of Jewish Studies of United Hebrew Schools of Detroit	X	X			
University of Detroit		X	X	X	Ph.D. Chemistry English Engineering Psychology
Walsh College of Accountancy and Business Administration		X			
Western Theological Seminary			B.D.		

APPENDIX C

Topology of Michigan Independent
Colleges and Universities

INSTITUTION	A	Bi	Bu	C	T	Jr	La	Lw	Js	U	Se	Th
Adrian College							X					
Albion College							X					
Alma College							X					
Andrews University										X		
Aquinas College							X					
Art School of the Society of Arts and Crafts	X											
Calvin College and Theological Seminary							X				X	
Cleary College			X									
Concordia Lutheran Junior College						X						
Cranbrook Academy of Art	X											
Davenport College of Business			X									
Detroit Bible College		X										
Detroit College of Business			X									
Detroit College of Law								X				
Detroit Institute of Technology					X							
Duns Scotus College												X
General Motors Institute					X							
Grace Bible College		X										
Grand Rapids Baptist College and Seminary												X
Hillsdale College							X					
Hope College							X					
Kalamazoo College							X					
Lawrence Institute of Technology					X							
Madonna College							X					
Maryglade College											X	
Marygrove College							X					
Mercy College of Detroit							X					
Merrill-Palmer Institute				X								
Michigan Christian Junior College						X						
Muskegon Business College			X									
Nazareth College							X					
Northwood Institute			X									
Olivet College							X					
Owosso College							X					
Reformed Bible Institute		X										
Sacred Heart Seminary											X	
St. John's Provincial Seminary											X	
St. Mary's College							X					
Shaw College of Detroit							X					
Siena Heights College							X					

INSTITUTION	A	Bi	Bu	C	T	Jr	La	Lw	Js	U	Se	Th
Spring Arbor College							X					
Suomi College						X						
The Midrasha College of Jewish Studies of United Hebrew Schools of Detroit									X			
University of Detroit										X		
Walsh College of Accountancy and Business Administration			X									
			X									
Western Theological Seminary											X	

KEY:

A = Art School
Bi = Bible School
Bu = Business School
C = College
T = Technological
Jr = Junior College
La = Liberal Arts Institution
Lw = Law School
Js = Jewish Studies
U = University
Se = Seminary
Th = Theological School

APPENDIX D

PERCENTAGE DISTRIBUTION OF OPENING FALL ENROLLMENT,
BY TYPE OF INSTITUTION,
1960 TO 1971

Year	Total	Public 4-Year Institutions	Public 2-Year Institutions	Independent Institutions
1960	100.0	62.9	15.9	21.2
1961	100.0	61.6	17.4	21.0
1962	100.0	61.8	17.7	20.5
1963	100.0	62.1	18.3	19.6
1964	100.0	61.5	19.8	18.7
1965	100.0	60.5	21.7	17.8
1966	100.0	59.7	23.5	16.8
1967	100.0	59.0	25.1	15.9
1968	100.0	57.6	27.6	14.8
1969	100.0	55.6	30.8	13.6
1970	100.0	54.8	32.2	13.1
1971	100.0	54.3	32.6	13.1

APPENDIX E

OPENING FALL ENROLLMENT,
BY TYPE OF INSTITUTION,
1960 to 1971

Year	Total	Public 4-Year Institutions	Public 2-Year Institutions	Independent Institutions
1960	171,285	107,658	27,229	36,398
1961	181,979	112,082	31,619	38,278
1962	193,890	119,834	34,356	39,700
1963	207,725	129,113	38,001	40,611
1964	232,709	143,114	46,123	43,472
1965	268,424	162,312	58,216	47,896
1966	295,445	176,487	69,496	49,462
1967	317,867	187,708	79,698	50,461
1968	344,261	198,419	95,965	50,777
1969	374,381	208,323	115,299	50,759
1970	393,547	215,466	126,647	51,434
1971	405,152	220,165	132,059	52,928

APPENDIX F

MICHIGAN DEPARTMENT OF EDUCATION
STUDENT FINANCIAL ASSISTANCE SERVICES
COLLEGE ESTIMATE OF STUDENT EXPENSES
SCHOLARSHIP AND TUITION GRANT PROGRAMS
1972-73
(For September through June only)

Term or Semester		Name of School Public College and Universities	Tuition & Fees	Room & Board	Books & Personal	Travel	Total
2	01	CENTRAL MICHIGAN UNIV., Mt. Pleasant					
		On-Campus	$ 495	$1,140	$ 500	$ 150	$2,285
		Commuting	495	800	500	250	2,045
2	02	EASTERN MICHIGAN UNIV., Ypsilanti					
		On-Campus	540	1,124	500	150	2,314
		Commuting	540	800	500	250	2,090
3	03	FERRIS STATE COLLEGE, Big Rapids					
		On-Campus	480	1,101	500	150	2,231
		Commuting	480	800	500	250	2,030
3	67	GRAND VALLEY STATE COLL., Allendale					
		On-Campus	480	1,140	500	150	2,270
		Commuting	480	800	500	250	2,030
3	49	LAKE SUPERIOR STATE COLL., Sault Ste. Marie					
		On-Campus	492	1,200	500	150	2,342
		Commuting	492	800	500	250	2,042
3	04	MICHIGAN STATE UNIV., East Lansing					
		On-Campus	630	1,143	500	150	2,423
		Commuting	630	800	500	250	2,180
3	48	MICHIGAN TECH. UNIV., Houghton					
		On-Campus	495	1,110	500	150	2,255
		Commuting	495	800	500	250	2,045
2	05	NORTHERN MICHIGAN UNIV., Marquette					
		On-Campus	480	1,141	500	150	2,271
		Commuting	480	800	500	250	2,030
2	14	OAKLAND UNIVERSITY, Rochester					
		On-Campus	527	1,190	500	150	2,367
		Commuting	527	800	500	250	2,077
2	76	SAGINAW VALLEY COLLEGE, University Center					
		On-Campus	462	1,020	500	150	2,132
		Commuting	462	800	500	250	2,012
2	06	UNIVERSITY OF MICHIGAN, Ann Arbor					
		On-Campus	696	1,236	500	150	2,582
		Commuting	696	800	500	250	2,246
2	50	UNIVERSITY OF MICHIGAN - Dearborn					
		On-Campus	568	1,236	500	150	2,454
		Commuting	568	800	500	250	2,118
2	51	UNIVERSITY OF MICHIGAN - Flint					
		On-Campus	568	1,236	500	150	2,454
		Commuting	568	800	500	250	2,118
3	07	WAYNE STATE UNIVERSITY, Detroit					
		On-Campus	618	1,050	500	150	2,318
		Commuting	618	800	500	250	2,168
2	08	WESTERN MICHIGAN UNIVERSITY, Kalamazoo					
		On-Campus	540	1,085	500	150	2,275
		Commuting	540	800	500	250	2,090

Term or Semester		Name of School Non-Public Colleges & Universities	Tuition & Fees	Room & Board	Books & Personal	Travel	Total
2	09	ADRIAN COLLEGE, Adrian					
		On-Campus	$1,918	$ 974	$ 500	$ 150	$3,542
		Commuting	1,918	800	500	250	3,468
2	10	ALBION COLLEGE, Albion					
		On-Campus	2,200	1,230	500	150	4,080
		Commuting	2,200	800	500	250	3,750
3	11	ALMA COLLEGE, Alma					
		On-Campus	1,917	1,110	500	150	3,677
		Commuting	1,917	800	500	250	3,467
3	25	ANDREWS UNIVERSITY, Berrien Springs					
		On-Campus	1,755	1,035	500	150	3,440
		Commuting	1,755	800	500	250	3,305
2	12	AQUINAS COLLEGE, Grand Rapids					
		On-Campus	1,790	950	500	150	3,390
		Commuting	1,790	800	500	250	3,340
2	90	ART SCHOOL/SOC. ARTS & CRAFTS, Detroit					
		On-Campus	1,480	1,050	500	150	3,180
		Commuting	1,480	800	500	250	3,030
2	13	CALVIN COLLEGE, Grand Rapids					
		On-Campus	1,580	880	500	150	3,110
		Commuting	1,580	800	500	230	3,110
3	55	CLEARY COLLEGE, Ypsilanti					
		On-Campus	1,170	675	500	150	2,495
		Commuting	1,170	625	500	200	2,495
3	56	CONCORDIA LUTHERAN JR. COLL., Ann Arbor					
		On-Campus (Church)	705	890	500	150	2,245
		Commuting (Church)	705	800	500	240	2,245
2	57	CRANBROOK ACADEMY OF ART, Bloomfield Hills					
		On-Campus	1,730	1,050	500	150	3,430
		Commuting	1,730	600	500	250	3,280
3	58	DAVENPORT COLL. OF BUS., Grand Rapids					
		On-Campus	1,200	775	500	150	2,625
		Commuting	1,200	725	500	200	2,625
2	60	DETROIT BIBLE COLLEGE, Detroit					
		On-Campus	798	800	500	150	2,248
		Commuting	798	750	500	200	2,248
3	61	DETROIT COLL. OF BUSINESS, Dearborn					
		On-Campus	1,138	1,050	500	150	2,838
		Commuting	1,138	800	500	250	2,688
2	62	DETROIT COLL. OF LAW, Detroit					
		On-Campus	1,010	1,050	500	150	2,710
		Commuting	1,010	600	500	250	2,560
2	26	DETROIT INST. OF TECH., Detroit					
		On-Campus	1,100	1,050	500	150	2,800
		Commuting	1,100	800	500	250	2,650
2	27	DUNS SCOTUS COLLEGE, Southfield					
		On-Campus	1,400	600	500	150	2,650
		Commuting	1,400	550	500	200	2,650
2	28	GENERAL MOTORS INSTITUTE, Flint					
		On-Campus	990	---	---	---	990
		Commuting	990	---	---	---	990
2	65	GRACE BIBLE COLLEGE, Grand Rapids					
		On-Campus	600	800	500	150	2,050
		Commuting	600	750	500	200	2,050

Term or Semester		Name of School Non-Public Colleges & Universities	Tuition & Fees	Room & Board	Books & Personal	Travel	Total
2	66	GRAND RAPIDS BAPT. COLL./SEM., Grand Rapids					
		On-Campus	$1,190	$ 980	$ 500	$ 150	$2,820
		Commuting	1,190	800	500	250	2,740
3	97	GREAT LAKES BIBLE COLLEGE, Lansing					
		On-Campus	1,269	720	500	150	2,639
		Commuting	1,269	670	500	200	2,639
2	15	HILLSDALE COLLEGE, Hillsdale					
		On-Campus	2,340	985	500	150	3,975
		Commuting	2,340	800	500	250	3,890
2	16	HOPE COLLEGE, Holland					
		On-Campus	1,970	990	500	150	3,610
		Commuting	1,970	800	500	250	3,520
3	17	KALAMAZOO COLLEGE, Kalamazoo					
		On-Campus	1,725	1,350	500	150	3,725
		Commuting	1,725	800	500	250	3,275
3	68	LAWRENCE INST. OF TECH., Southfield					
		On-Campus	960	1,050	500	150	2,660
		Commuting	960	800	500	250	2,510
2	85	MACKINAC COLLEGE, Mackinac Island					
		On-Campus	2,000	1,200	500	150	3,850
2	18	MADONNA COLLEGE, Livonia					
		On-Campus	1,000	950	500	150	2,600
		Commuting	1,000	800	500	250	2,550
2	70	MARYGLADE COLLEGE SEMINARY, Memphis					
		On-Campus	500	300	500	150	1,450
3	19	MARYGROVE COLLEGE, Detroit					
		On-Campus	1,490	1,200	500	150	3,340
		Commuting	1,490	800	500	250	3,040
2	20	MERCY COLLEGE OF DETROIT, Detroit					
		On-Campus	1,470	1,200	500	150	3,320
		Commuting	1,470	800	500	250	3,020
3	29	MERRILL-PALMER INSTITUTE, Detroit					
		On-Campus (quarter system)	1,200	1,200	500	150	3,050
		Commuting (quarter system)	1,200	800	500	250	2,750
		Student attends one term or one semester during the year and returns to approved college.					
3	71	MICHIGAN CHRISTIAN JR. COLL., Rochester					
		On-Campus	1,206	1,080	500	150	2,936
		Commuting	1,206	800	500	250	2,756
3	73	MUSKEGON BUSINESS COLLEGE, Muskegon					
		On-Campus	1,045	725	500	150	2,420
		Commuting	1,045	675	500	200	2,420
2	21	NAZARETH COLLEGE, Nazareth					
		On-Campus	1,460	1,060	500	150	3,170
		Commuting	1,460	800	500	250	3,010
3	74	NORTHWOOD INSTITUTE, Midland					
		On-Campus	1,560	1,080	500	150	3,290
		Commuting	1,560	800	500	250	3,110
2	22	OLIVET COLLEGE, Olivet					
		On-Campus	1,970	1,150	500	150	3,770
		Commuting	1,970	800	500	250	3,520
2	75	OWOSSO COLLEGE, Owosso					
		On-Campus	1,350	850	500	150	2,850
		Commuting	1,350	800	500	200	2,850

Term or Semester		Name of School Non-Public Colleges & Universities	Tuition & Fees	Room & Board	Books & Personal	Travel	Total
2	94	REFORMED BIBLE COLLEGE ASSOCIATION, Grand Rapids					
		On-Campus	$ 780	$ 880	$ 500	$ 150	$2,310
		Commuting	780	800	500	230	2,310
2	30	SACRED HEART SEMINARY, Detroit					
		On-Campus	800	400	500	150	1,850
		Commuting	800	400	500	150	1,850
3	72	SHAW COLLEGE, Detroit					
		On-Campus	1,240	1,050	500	150	2,940
		Commuting	1,240	800	500	250	2,790
2	76	ST. MARY'S COLLEGE, Orchard Lake					
		On-Campus	1,000	1,200	500	150	2,850
		Commuting	1,000	800	500	250	2,550
2	23	SIENA HEIGHTS COLLEGE, Adrian					
		On-Campus	1,200	910	500	150	2,760
		Commuting	1,200	800	500	250	2,750
2	31	SPRING ARBOR COLLEGE, Spring Arbor					
		On-Campus	1,700	900	500	150	3,250
		Commuting	1,700	800	500	250	3,250
2	32	SUOMI COLLEGE, Hancock					
		On-Campus	1,870	1,150	500	150	3,670
		Commuting	1,870	800	500	250	3,420
2	24	UNIVERSITY OF DETROIT, Detroit					
		On-Campus	1,800	1,150	500	150	3,600
		Commuting	1,800	800	500	250	3,350
2	24	UNIVERSITY OF DETROIT - GRADUATE PROGRAMS					
		COLLEGE: Dentistry					
		On-Campus	2,100	1,150	500	150	3,900
		Commuting	2,100	800	500	250	3,650
		COLLEGE: Law, Day School					
		On-Campus	1,700	1,150	500	150	3,500
		Commuting	1,700	800	500	250	3,250
		COLLEGE: Law, Evening School					
		On-Campus	1,200	1,150	500	150	3,000
		Commuting	1,200	800	500	250	2,750
		COLLEGE: General Graduate Division					
		On-Campus	1,200	1,150	500	150	3,000
		Commuting	1,200	800	500	250	2,750
2	80	WALSH COLL./ACCTCY. & BUS. ADMIN., Detroit					
		On-Campus	920	1,050	500	150	2,620
		Commuting	920	800	500	250	2,470

Term or Semester	Name of School Public Community Colleges	Tuition & Fees	Room & Board	Books & Personal	Travel	Total
2	33 ALPENA COMMUNITY COLLEGE, Alpena					
	Resident of District	$ 341	$ 800	$ 500	$ 250	$1,891
	Non-Resident Commuter	527	800	500	250	2,077
	Non-Resident On-Campus	527	980	500	150	2,157
2	52 BAY DE NOC COMMUNITY COLLEGE, Escanaba					
	Resident of District	326	800	500	250	1,876
	Non-Resident of District	481	800	500	250	2,031
2	46 DELTA COLLEGE, University Center					
	Resident - Commuting	386	800	500	250	1,936
	Non-Resident - Commuting	744	800	500	250	2,294
	Non-Resident On-Campus	744	980	500	150	2,374
2	35 GENESEE COMMUNITY COLLEGE, Flint					
	Resident of District	342	800	500	250	1,892
	Non-Resident of District	652	800	500	250	2,202
2	84 GLEN OAKS COMMUNITY COLLEGE, Centreville					
	Resident of District	420	800	500	250	1,970
	Non-Resident of District	640	800	500	250	2,190
2	36 GOGEBIC COMMUNITY COLLEGE, Ironwood					
	Resident of District	340	800	500	250	1,890
	Non-Resident of District	495	800	500	250	2,045
2	37 GRAND RAPIDS JUNIOR COLLEGE, Grand Rapids					
	Resident of District	338	800	500	250	1,888
	Non-Resident of Dist.	648	800	500	250	2,198
2	38 HENRY FORD COMMUNITY COLLEGE, Dearborn					
	Resident of District	320	800	500	250	1,870
	Non-Resident of District	475	800	500	250	2,025
2	39 HIGHLAND PARK COLLEGE, Highland Park					
	Resident of District	300	800	500	250	1,850
	Non-Resident of District	600	800	500	250	2,150
2	40 JACKSON COMMUNITY COLLEGE, Jackson					
	Resident of District	496	800	500	250	2,046
	Non-Resident of District	744	800	500	250	2,294
2	92 KALAMAZOO VALLEY COMM. COLL., Kalamazoo					
	Resident of District	310	800	500	250	1,860
	Non-Resident of District	620	800	500	250	2,170
2	41 KELLOGG COMMUNITY COLLEGE, Battle Creek					
	Resident of District	366	800	500	250	1,916
	Non-Resident of District	598	800	500	250	2,148
2	89 KIRTLAND COMMUNITY COLLEGE, Roscommon					
	Resident of District	315	800	500	250	1,865
	Non-Resident of District	615	800	500	250	2,165
2	34 LAKE MICHIGAN COLLEGE, Benton Harbor					
	Resident of District	320	800	500	250	1,870
	Non-Resident of District	620	800	500	250	2,170
3	47 LANSING COMMUNITY COLLEGE, Lansing					
	Resident of District	330	800	500	250	1,880
	Non-Resident of District	600	800	500	250	2,150
2	69 MACOMB COUNTY COMMUNITY COLLEGE, Warren					
	Resident of District	389	800	500	250	1,939
	Non-Resident of District	709	800	500	250	2,259
2	88 MID-MICHIGAN COMMUNITY COLLEGE, Harrison					
	Resident of District	330	800	500	250	1,880
	Non-Resident of District	485	800	500	250	2,035
2	86 MONROE COUNTY COMMUNITY COLLEGE, Monroe					
	Resident of District	370	800	500	250	1,920
	Non-Resident of District	670	800	500	250	2,220

Term or Semester		Name of School Public Community Colleges	Tuition & Fees	Room & Board	Books & Personal	Travel	Total
2	91	MONTCALM COMMUNITY COLLEGE, Sidney					
		Resident of District	$ 391	$ 800	$ 500	$ 250	$1,941
		Non-Resident of District	546	800	500	250	2,096
2	42	MUSKEGON COMMUNITY COLLEGE, Muskegon					
		Resident of District	357	800	500	250	1,907
		Non-Resident of District	667	800	500	250	2,217
2	45	NORTH CENTRAL MICHIGAN COLLEGE, Petoskey					
		Resident of District	340	800	500	250	1,890
		Non-Resident - Commuting	490	300	500	250	2,040
		Non-Resident On-Campus	490	1,050	500	150	2,190
3	43	NORTHWESTERN MICHIGAN COLL., Traverse City					
		Resident of District	619	800	500	250	2,169
		Non-Resident of District	754	800	500	250	2,304
		Non-Resident On-Campus	754	1,120	500	150	2,524
2	82	OAKLAND COMMUNITY COLLEGE, Bloomfield Hills					
		Resident of District	320	800	500	250	1,870
		Non-Resident of District	630	800	500	250	2,180
2	44	ST CLAIR COMMUNITY COLLEGE, Port Huron					
		Resident of District	402	800	500	250	1,952
		Non-Resident of District	557	800	500	250	2,107
2	79	SCHOOLCRAFT COLLEGE, Livonia					
		Resident of District	356	800	500	250	1,906
		Non-Resident of District	697	800	500	250	2,247
2	83	SOUTHWESTERN MICHIGAN COLLEGE, Dowagiac					
		Resident of District	372	800	500	250	1,922
		Non-Resident of District	558	800	500	250	2,108
2	87	WASHTENAW COMMUNITY COLLEGE, Ann Arbor					
		Resident of District	375	800	500	250	1,925
		Non-Resident of District	750	800	500	250	2,300
2	95	WAYNE COUNTY COMMUNITY COLLEGE, Detroit					
		Resident of District	310	800	500	250	1,860
		Non-Resident of District	620	800	500	250	2,170
3	93	WEST SHORE COMMUNITY COLLEGE, Scottville					
		Resident of District	360	800	500	250	1,910
		Non-Resident of District	585	800	500	250	2,135

APPENDIX G

MICHIGAN DEPARTMENT OF EDUCATION
Expenditures as of October 1, 1971

INSTITUTION	TUITION GRANTS (1966 thru 1971-72)	SCHOLARSHIPS (1964 thru 1971-72)	TOTAL TUITION GRANTS AND SCHOLARSHIPS
Adrian College	$ 554,013	$ 354,642	$ 908,655
Albion College	723,336	963,519	1,686,855
Alma College	897,745	806,318	1,704,063
Andrews University	720,096	404,540	1,124,636
Aquinas College	1,069,581	803,343	1,872,924
Art School of the Society of Arts and Crafts	131,086	9,976	141,062
Calvin College	2,536,796	1,945,990	4,482,786
Cleary College	74,536	7,360	81,896
Concordia Lutheran Jr. College	28,809	48,774	77,583
Cranbrook Academy of Art	7,550		7,550
Davenport College of Business	825,986	60,920	886,906
DeLima			2,180
Detroit Bible College		11,049	11,049
Detroit College of Business	378,899	16,378	395,277
Detroit College of Law	26,890	600	27,490
Detroit Inst. of Technology	380,865	13,907	394,772
Duns Scotus College		1,440	1,440
General Motors Institute	168,434	44,336	212,770
Grace Bible College		2,516	2,516
Grand Rapids Baptist College	231,321	145,296	376,617
Hillsdale College	163,949	59,013	222,962
Hope College	920,477	914,081	1,834,558
Kalamazoo College	389,991	940,256	1,330,247
Lawrence Inst. of Technology	1,169,733	1,124,463	2,294,196
Mackinac College		1,335	1,335
Madonna College	273,881	64,081	337,962
Marygrove College	678,525	500,758	1,179,283
Mercy College of Detroit	966,023	370,319	1,336,342
Merrill-Palmer Institute	1,205	984	2,189
Michigan Christian Jr. College	164,948	38,887	203,835
Muskegon Business College	144,351	20,866	165,217
Nazareth College	354,671	175,141	529,812
Northwood Institute	420,736	12,660	433,396
Olivet College	694,671	279,975	974,646
Owosso College	129,471	24,236	153,707
Reformed Bible Institute		970	970
Sacred Heart Seminary		68,230	68,230
St. Joseph Seminary		261	261
St. Mary's College		650	650
Shaw College	328,654		328,654
Siena Heights College	282,601	70,524	353,125
Spring Arbor College	727,209	248,816	976,025
Suomi College	394,320	40,350	434,670
University of Detroit	4,380,427	2,386,697	6,767,124
Walsh Institute	58,753	2,505	61,258
TOTALS	$21,400,539	$13,359,461	$34,760,000

MICHIGAN DEPARTMENT OF EDUCATION
STUDENT FINANCIAL ASSISTANCE SERVICES

Distribution of Initial Freshman and Upperclass Awards by College
1971-72

INDEPENDENT COLLEGES AND UNIVERSITIES

INSTITUTION	TOTAL NUMBER OF RECIPIENTS	TOTAL AMOUNT OF AWARDS
Adrian College	289	$ 208,393
Albion College	435	313,475
Alma College	539	395,702
Andrews University	319	240,468
Aquinas College	488	365,248
Art School of the Society of Arts and Crafts	56	43,060
Calvin College	1,201	858,935
Cleary College	28	18,820
Concordia Lutheran Junior College	39	20,800
Cranbrook Academy of Art	3	2,400
Davenport College of Business	318	231,360
Detroit Bible College	11	6,954
Detroit College of Business	210	158,610
Detroit College of Law	20	15,550
Detroit Institute of Technology	112	85,930
Duns Scotus College	2	1,270
General Motors Institute	31	14,190
Grace Bible College	---	-------
Grand Rapids Baptist College	164	123,700
Hillsdale College	106	80,020
Hope College	480	356,550
Kalamazoo College	367	270,106
Lawrence Institute of Technology	442	287,260
Madonna College	97	65,900
Maryglade College	---	-------
Marygrove College	279	208,400
Mercy College	479	357,170
Merrill-Palmer Institute	2	700
Michigan Christian Junior College	54	39,620
Muskegon Business College	84	62,920
Nazareth College	150	112,675
Northwood Institute	105	80,690
Olivet College	330	252,240
Owosso College	56	42,180
Reformed Bible Institute	1	180
Sacred Heart Seminary	10	4,260
Shaw College of Detroit	84	64,650
Siena Heights College	101	73,080
Spring Arbor College	318	234,958

INSTITUTION	TOTAL NUMBER OF RECIPIENTS	TOTAL AMOUNT OF AWARDS
Suomi College	134	105,980
University of Detroit	2,133	1,581,305
Walsh College of Accounting and Business Administration	16	11,330
TOTAL	10,093	$7,397,039

APPENDIX H

PRESENT TRENDS ENROLLMENT PROJECTIONS BY STUDENT LEVEL AND TYPE OF INSTITUTION, 1971-90

Year	Public Four-Year			Public Two-Year	Private			All Institutions		
	Under-Grad	Grad-uate	Total		Under-Grad	Grad-uate	Total	Under-grad	Grad-uate	Total
1971	167,700	55,200	222,900	145,800	49,500	4 800	54 300	363,000	60,000	423,000
1972	168,900	62,100	231,000	156,000	51,100	4,900	56.000	376,000	67,000	443,000
1973	169,300	68,900	238,200	166,000	52,700	5,100	57,800	383,000	74,000	462,000
1974	168,400	74,800	243,200	175,300	54,300	5,200	59,500	398,000	80,000	478,000
1975	166,300	79,600	246,400	184,300	55,900	5,400	61,300	407,000	85,000	492,000
1976	171,200	84,500	255,700	189,300	57,500	5,500	63,000	418,000	90,000	508,000
1977	173,100	89,500	262,600	191,400	57,500	5,500	63,000	422,000	95,000	517,000
1978	172,700	94,500	267,200	190,800	57,500	5,500	63,000	421,000	100,000	521,000
1979	172,200	99,500	271,700	190,300	57,500	5,500	63,000	420,000	105,000	525,000
1980	171,700	105,500	277,200	189,800	57,500	5,500	63,000	419,000	111,000	530,000
1981	171,200	110,500	281,700	189,300	57,500	5,500	63,000	418,000	116,000	534,000
1982	171,700	116,500	288,200	189,800	57,500	5,500	63,000	419,000	122,000	541,000
1983	172,200	122,500	294,700	190,300	57,500	5,500	63,000	420,000	128,000	548,000
1984	172,700	129,500	302,200	190,800	57,500	5,500	63,000	421,000	135,000	556,000
1985	174,100	136,500	210,600	192,400	57,500	5,500	63,000	424,000	142,000	566,000
1986	176,000	146,500	322,500	194,500	57,500	5,500	63,000	428,000	152,000	580,000
1987	178,400	154,500	332,900	197,100	57,500	5,500	63,000	433,000	160,000	593,000
1988	182,800	162,300	345,100	202,100	59,100	5,700	64,800	444,000	168,000	612,000
1989	192,500	169,100	361,600	212,800	60,700	5,900	66,600	466,000	175,000	641,000
1990	205,500	179,000	384,500	227,200	62,300	6,000	68,300	495,000	185,000	680,000

APPENDIX I

EQUAL ACCESS FOR MINORITY GROUPS ENROLLMENT PROJECTIONS BY STUDENT LEVEL AND TYPE OF INSTITUTION, 1971-75

Year	Public Four-Year			Public Two-Year	Private			All Institutions		
	Undergrad	Graduate	Total		Undergrad	Graduate	Total	Undergrad	Graduate	Total
1971	168,610	55,790	224,400	145,800	49,790	4,850	54,640	364,200	60,640	424,840
1972	172,450	64,160	236,610	156,000	52,150	5,060	57,210	380,600	69,220	449,820
1973	175,720	72,740	248,460	166,000	54,440	5,380	59,820	396,160	78,120	474,280
1974	177,320	80,650	257,970	175,300	56,530	5,610	62,140	409,150	86,260	495,410
1975	177,100	86,760	263,860	184,300	58,420	5,890	64,310	419,820	92,650	512,470

APPENDIX J

EQUAL EDUCATIONAL OPPORTUNITY ENROLLMENT PROJECTIONS BY STUDENT LEVEL AND TYPE OF INSTITUTION, 1971-75, 1980

Year	Public Four-Year			Public Two-Year	Private			All Institutions		
	Under-grad	Grad-uate	Total		Under-grad	Grad-uate	Total	Under-grad	Grad-uate	Total
1971	166,100	55,200	221,300	144,400	49,500	4,800	54,300	360,000	60,000	420,000
1972	173,100	62,100	235,200	159,800	51,100	4,900	56,000	384,000	67,000	451,000
1973	180,400	68,900	249,300	176,900	52,700	5,100	57,800	410,000	74,000	484,000
1974	185,100	74,800	259,900	192,600	54,300	5,200	59,500	432,000	80,000	512,000
1975	189,100	79,600	268,700	209,000	55,900	5,400	61,300	454,000	85,000	539,000
1980	200,000	105,500	305,500	257,100	63,900	5,500	69,400	521,000	111,000	632,000

APPENDIX K

POTENTIAL STATE SUPPORT
TO INDEPENDENT COLLEGE STUDENTS
THROUGH EXPANDED TUITION GRANTS PROGRAM

SUMMARY

28,500 Michigan Resident Full-Time Students[1]

$ 450 Basic Grant ($1,100 less than $1 550[2])

Basic Grants = $12.8 Million

Present Tuition Grant Funding[3] = $5,166 Million

(This remains as the financial need factor over and above the basic grant)

Total = $17.8 Million Tuition Grants

1 1972 Survey of Independent Colleges

2 1971-72 State Support of 4-Year Public

3 1971-72 Tuition Grant Awards

POTENTIAL STATE SUPPORT TO INDEPENDENT COLLEGE STUDENTS
THROUGH EXPANDED TUITION GRANTS PROGRAM

College - By - College Analysis

College or University	Number of Michigan Resident Full-Time Students 1971-72	Estimated State Basic Tuition Grant Support To Students @ $550	State Tuition Grant Support To Students (Need Factor) 1970-1971	Scholarship Support To Students 1970-1971	Total Projected State Support To Students
Adrian	660	363,000	132,000	64,000	559,000
Albion	1,270	698,500	139,000	160,000	997,500
Alma	1,190	654,500	183,000	162,000	999,500
Andrews	870	478,500	152,000	55,000	685,500
Aquinas	860	473,000	224,000	126,000	823,000
Arts and Crafts	270	148,500	39,000	2,000	189,500
Calvin	1,850	1,017,500	524,000	346,000	1,887,500
Cleary	140	77,000	13,000	1,000	91,000
Concordia	250	137,500	8,000	10,000	155,500
Cranbrook	40	22,000	4,000	-0-	26,000
Davenport	810	445,500	170,000	9,000	624,500
Detroit Bible	230	126,500	-0-	2,000	128,500
Detroit Business	700	385,000	112,000	3,000	500,000
Detroit Law	400	220,000	7,000	-0-	227,000
Detroit Institute of Technology	410	225,500	92,000	2,000	319,500
Duns Scotus	20	11,000	-0-	1,000	12,000
General Motors Institute	1,030	566,500	6,000	9,000	581,500
Grace Bible	20	11,000	-0-	1,000	12,000
Grand Rapids Baptist	30	16,500	61,000	38,000	115,500
Hillsdale	440	242,000	36,000	14,000	292,000
Hope	1,050	577,500	196,000	166,000	939,500
Kalamazoo	710	390,500	61,000	154,000	605,500
Lawrence Institute	3,100	1,705,000	212,000	31,000	1,948,000
Madonna	270	148,500	54,000	11,000	213,500

College or University	Number of Michigan Resident Full-Time Students 1971-72	Estimated State Basic Tuition Grant Support To Students @ $550	State Tuition Grant Support To Students (Need Factor) 1970-1971	Scholarship Support To Students 1970-1971	Total Projected State Support to Students
Marygrove	510	280,500	178,000	55,000	513,500
Mercy	1,100	605,000	241,000	75,000	921,000
Merrill-Palmer	10	5,500	-0-	-0-	5,500
Michigan Christian	170	93,000	36,000	4,000	136,500
Muskegon Business	410	225,500	63,000	2,000	158,500
Nazareth	330	165,000	85,000	27,000	277,000
Northwood	500	275,000	77,000	1,000	353,000
Olivet	600	330,000	187,000	54,000	571,000
Owosso	150	82,500	30,000	2,000	114,500
Saint Mary's	10	5,500	-0-	-0-	5,500
Shaw	800	440,000	71,000	-0-	511,000
Siena Heights	320	176,000	59,000	11,000	246,000
Spring Arbor	580	319,000	190,000	46,000	555,000
Suomi	210	115,500	84,000	6,000	205,500
University of Detroit	4,300	2,365,000	1,159,000	392,000	3,916,000
Walsh	90	49,500	4,000	-0-	53,500
TOTALS	28,500	$14.7 Million	$4.9 Million	$2.0 Million	$21.6 Million

POTENTIAL STATE SUPPORT TO INDEPENDENT COLLEGES
THROUGH DEGREE REIMBURSEMENT PROGRAM

SUMMARY

Based on degrees granted, 1970

Degree	Number	Factor	
Doctorates	7	$2,400	$ 16,800
Masters	822	$ 400	$ 328,800
Bachelors	6,366	$ 400	$2,666,000
Associates	1,110	$ 200	$ 222,000
2-4 Year Programs	216	$ 200	$ 43,000
TOTAL	8,521		$3,276,800

69 07

PROPOSED DEGREE REIMBURSEMENT PROGRAM

Summary of State Support

(Based on Degrees Awarded 1969-70)

	2-4 Year Programs		Associate		Bachelors		Masters		Doctors		Totals	
	#	$	#	$	#	$	#	$	#	$	#	$
Adrian					260	104,000					260	104,000
Albion					368	147,200					368	147,200
Alma					234	93,600					234	93,600
Andrews					307	122,800	154	61,600			461	184,400
Aquinas					233	93,200	17	6,800			250	100,000
Calvin					711	284,400					711	284,400
Cleary	42	8,400	14	2,800	80	32,000					136	43,200
Concordia Lutheran			164	32,800							164	32,800
Cranbrook Academy					4	1,600	41	16,400			45	18,000
Davenport	82	16,400	171	34,200							253	50,600
DeLima			9	1,800							9	1,800
Detroit College of Law			37	7,400	113	45,200					150	52,600
Detroit Bible College					24	9,600					24	9,600
Detroit Inst. Tech.					208	83,200					208	83,200
Duns Scotus					13	5,200					13	5,200
General Motors Inst.					438	175,200					438	175,200
Grace Bible Coll.					8	3,200					8	3,200
Hillsdale					220	91,200					220	91,200
Hope					397	158,800					397	158,800
Jackson Business Un.	13	2,600	44	8,800							57	11,400
Kalamazoo					225	90,000					225	90,000
Lawrence Inst. Tech.			71	14,200	291	116,400					362	130,600
Mackinac					24	126,000					24	126,000
Madonna					96	38,400					96	38,400

	2-4 Year Programs		Associate		Bachelors		Masters		Doctors		Totals	
	#	$	#	$	#	$	#	$	#	$	#	$
Marygrove					181	72,400	76	30,400			257	102,800
Mercy Coll. of Detroit					203	81,200					203	81,200
Michigan Christian			51	10,200							51	10,200
Muskegon	38	7,600	57	11,400							95	19,000
Nazareth					112	44,800					112	44,800
Northwood	5	1,000	365	73,000							370	74,000
Olivet					144	57,600					144	57,600
Owosso			8	1,600	16	6,400					24	8,000
Shaw			18	3,600	35	14,000					53	17,600
Siena Heights			13	2,600	150	60,000	48	19,200			211	81,800
Society of Arts/Crafts			22	4,400	7	2,800					29	7,200
Spring Arbor					163	65,200					163	65,200
St. Mary's					22	8,800					22	8,800
Suomi	5	1,000	66	13,200							71	14,200
University of Detroit	31	6,200			1,079	431,600	486	194,400	7	16,800	1,603	649,000
TOTAL	216	43,200	1,110	222,000	6,366	2,666,000	822	328,800	7	16,800	8,521	3,276,800